At the Los Angeles Business Journal, we have always been keen observers of the executive education and schooling landscape of our region. Education, after all, may well be the most crucial element in terms of increasing our odds of success – for ourselves, our employees – and our families throughout the greater Los Angeles area. And there are a number of questions that we’ve been hearing repeatedly from readers navigating the terrain of continuing education. But how best to answer those questions?

We decided now would be the ideal time to assemble a think-tank of local education experts and invite them to participate in an open forum, Q&A-style roundtable. Several questions were posed to this brain trust and what follows is a transcript of their responses.
Today’s most successful organizations do business in many countries worldwide, and look for employees with a broad perspective of international strategic challenges. How can applicants be certain that the MBA they choose offers the “global perspective” required to participate in these international business opportunities?

BURKITT: Mount Saint Mary’s MBA Program requires a travel study abroad opportunity as part of its curriculum. This travel study abroad program is innovative in that the students travel to China to meet business executive responsible for product manufacturing plants, technology development centers, and service related business entities to gain hands on experience. In addition, very important to this travel study experience, the students also experience the culture of China. The faculty that lead the student excursions (Professor Katherine Whittman and Dr. Peter Antoniou) have more than twenty years practical experience doing business in China and have published many books and journal articles about International Business. To further support the broad “global perspective” needed for business students in today’s international economies the MBA students work on current and relevant international case studies as part of their grounded course work. This, along with their interdisciplinary coursework provides the required development the MBA student will need for the challenges they face in the global business environment.

What value do advanced degrees (such as an MBA, Law Degree, and PhD) serve in the marketplace? How do they prepare students to assume leadership roles?

GORMAN: The JD and MD are professional degrees designed for practical application in their respective fields. For obvious reasons these degrees will continue to be of value. Advanced degrees offer students opportunities to explore academic theories more deeply. Because of the rapidity at which the business environment is changing, advanced degrees prepare students to become thought leaders, consumers of research, and enable them to translate the theories into practice. The PsyD is growing in popularity because it is geared towards professional practice. The Organizational Management and Consulting Program at Phillips Graduate Institute specifically focus on competencies that prepare students to assume leadership roles within organizations or as advisors to organizations. Today, organizational leaders must understand business tactics as well as exhibit skills in emotional intelligence, managing organizational change, strategic thinking and human behavior in organizations. A degree such as the PsyD provides students with the opportunity to develop such skills.

What are the advantages of focused certificate programs vs. degree programs?

COURS: Advanced certificates are gaining popularity among students and employers. They can offer a toolkit of specialized knowledge or skills – packaged conveniently and delivered more quickly than a full degree program.

BURKITT: Advance degrees initially provide value to students as a path to advancement for their careers. Let’s face it; we spend a great deal of time focusing on our careers. There comes a time when we reach a plateau and we have to rethink the next steps to career advancement. Sometimes, actually most of the time, this involves higher education. Most of the students that I interview for the MBA program at Mount Saint Mary’s say “I am pursuing my graduate degree because I believe I have reached a ‘plateau’ in my career.” They see the MBA as a path that will provide the competitive edge they need for advancement, both internal to the organization and external to their community. The value of the advance degree and the return on investment is an important consideration. I was once told by a wise executive of PWC that “You manage your career, and no one else does this for you.” This is a very important observation in terms of the return on investment. You will, “get out of your advance degree exactly what you put into it.” A strong work ethic and a good solid education will provide the grounding for a solid career.

What are the most notable changes you’ve seen occur in the education landscape over the last couple years?

COURS: Technology has facilitated the largest changes in education. Increases in access allow students and faculty to stay engaged through multiple devices almost anywhere. Greater bandwidth allows high quality video, interactivity online, and high-powered data analysis at our fingertips. These developments inform not only delivery methods such as online and hybrid, and pedagogy such as using a “flipped classroom,” but also demand currency of course content to include big data analytics, social media, and information management.

CUNNINGHAM: The education landscape is in a critical period of transition as certain institutions have been impacted by reductions in state funding and others face increased pressure from federal regulators. Meanwhile, there is a growing need for affordable, relevant educational opportunities. National University, founded in 1971, has been a pioneer in providing an affordable and quality education for working professionals both on campus and online. We offered our first online programs in the 1990s and we now are the second largest private, nonprofit university in California, with 28 campuses and more than 100 programs. More than 70 of those are offered through a state-of-the-art online learning management system. In order to remain relevant, higher education institutions must adapt to current trends as well as remain current in preparing students for the 21st Century workforce with a solid, quality education.

What about the most successful organizations do business in many countries worldwide, and look for employees with a broad perspective of international strategic challenges. How can applicants be certain that the MBA they choose offers the “global perspective” required to participate in these international business opportunities?

CUNNINGHAM: For many students who are seeking specialization in certain skills, a certificate program...
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provides a quick and focused approach to enhancing their academic and professional foundation. Certificates have become increasingly popular in recent years as employers demand more specialization and workers seek ways to increasing their employability, and remain current in their professions. For example, National University is currently developing certificate to help those in the nonprofit sector develop stronger fund-raising skills. Master's programs typically provide a more comprehensive approach to a subject area and a higher marketplace value upon graduation, and many are now being offered as one-year programs so students should evaluate each option according to their specific needs. National University offers 56 master's degrees and 34 certificates.

BURKIT: There are advantages to focused certificate programs in that they provide focused study on a particular subject in addition to the shorter period of time needed for completion. For example, as part of my doctorate degree program I received a certificate of leadership. This was a specific focus of study on leadership that was intended to qualify students for a certificate in leadership while working in a doctorate program. Organizations will often elect to send their senior management or leadership team for this type of focused study as a part of their leadership development. Focused certificate programs serve organizational needs as an employee development tool. Certificate programs are effective in terms of time to certificate completion, cost saving, internship availability and the mastery of practical skills. In my professional practice I would send non-degreed accounting staff to certificate programs to gain general accounting education. This training was beneficial to the accounting department and to the organization. The classes helped the student formally understand accounting theory and perform in their respective positions effectively. In the MBA program at Mount Saint Mary's our students graduate with a concentration that may lead to the equivalent of professional certification. For example, after completion of the Project Management concentration, the student participants are ready to sit for the Project Management certification exam. This program has had a high success rate giving the students the ability to not only have the MBA but also the professional recognition of their achievements. In addition, after graduation our MBA alumni often return to gain additional knowledge by taking additional classes such as Entrepreneurship and Leadership. This serves as an advantage and innomates the benefit of what a certificate program may provide. 

◆ Given the growing number of one-year Master's degree programs, what are the benefits of these programs?

BURKIT: There are benefits of one-year Master's degree programs. For the adult population, attaining the MBA degree, the benefits are clearly the need for integrated training and speed of reentry into the marketplace as an MBA. This type of program will also save the student money. Return on investment and value are key components. A one-year, highly accredited Master's program may provide options for the working adult professional or the adult professional seeking to strengthen their overall corporate skills and value. When reviewing the College or University for the Master's program, the accreditation of the institution is of great importance. Information on accreditation is readily available and should be researched and understood before making any final decision on an academic institution or program.

◆ What should higher education institutions do to ensure their programs, certificates and offerings are aligned with the specific needs of employers in the region?

GORMAN: In an economy where there are more employees than there are jobs, there is less incentive for employers to partner with higher education institutions. However, rapid changes in technology and the globalization of business require employees to bring different skills and competencies to the workplace. In order to remain competitive, particularly in Southern California, higher education institutions should develop partnerships with employers. Providing opportunities for employers to serve on advisory boards, partnering with employers to offer internship and learning opportunities in organizations allow employers make important contributions that ensure higher education institutions are creating programs that are aligned with business needs.

◆ How are specific businesses developing their existing employees through continued professional development/continuing education?

CUNNINGHAM: Professional development and continuing education is important not only for the business sector, but also for the public sector. We see a strong demand for certificates and other educational programs from employers in the private and public sector who are interested in developing and retaining their employees with skills that ensure improved delivery of services to the community. National University has a strong tradition of providing ongoing professional development and currently we have more than 100 academic partnerships with the public and private sector. Depending on the partnership, employees may take certain programs approved by their employers online or in our many campus locations, or at a workplace locations for specific degree cohorts. We have done this with city agencies, law enforcement groups, schools and businesses around the state to meet their needs of ongoing employee training.

◆ What are ways that universities can better meet the needs of military population who are transitioning to civilian life?

CUNNINGHAM: With large numbers of military members transitioning to civilian life, universities have a responsibility to contribute to their ongoing success by providing them with quality programs and academic support so that they can be successful in their new professions. National University is committed to this through our Center of Excellence for Veteran Student Success. At National University, where 24 percent of our students are current or prior service military, online and campus programs provide an important element of flexibility for our military students. A student might start taking courses at a military base, and then be deployed to another location or retire from the service. The student can continue their education online, or at one of the University’s other campuses, depending on where they end up. Programs that are popular among our military students include Nursing, Cyber Security and Information Assurance, and Homeland Security and Emergency Management, Criminal Justice and the MBA.

◆ How can all universities, colleges and higher education institutions in the region collaborate toward full employment?

BURKIT: Educational Institutions play an important role in collaboration towards employment. At Mount Saint Mary’s our students work in the community to help youth get a good start in life by helping educate and keep youth off the streets. Educational Institutions of all types have a responsibility and role to lead and collaborate in improving the conditions of the community. One way to help collaborate toward full employment is to participate in the STEP program. This program starts initially by working with children. The STEP program is intended to get children off to the right start by preparing a framework that is collaborative and involves teaching children technical, cognitive and behavioral skills conducive of productivity in step one. Community is responsible for setting clear standards, developing strong teachers, providing adequate resources and a proper regulatory environment. Higher Education can provide educators. Job skills are needed and developed within the educational system thus preparing individuals for the workforce. Realizing that this is an important component at Mount Saint Mary’s, our MIA students have a Career Coach starting from the first semester of their studies. The Career coach works with each
student though the program to set individual goals and create a three, six and twelve month roadmap. This roadmap is designed to guide the student as they prepare to graduate and to prepare them for the steps that follow graduation. This has led to having more than 2/3 of the participants attain job advancement during the program and within eighteen months of the program completion. Once individuals have gained experience and confidence, innovation and entrepreneurship is encouraged. As a result new business becomes forefront providing employment opportunities.

COURS: Taxpayers whose dollars support public institutions have a right to expect efficiency and collaboration. Increasingly we see campuses within and across the systems (UC, CSU, community college) work together to better serve our regions and community needs. Within the CSU, the “LA 5” campuses are working together to best serve the LA region. We must be careful, however, not to assume redundancy simply because two campuses offer similarly named degrees. Campuses reflect the diversity of needs of their regions and offer choices and access to students. Online education isn’t a panacea; it offers convenience and access to some who otherwise lack it, but the personal experience at college does much more than offer academic knowledge. Social mobility is achieved through expanded social networks, cultural exchange, and personal connections – not just through access to coursework. As competitive a landscape as business education is, I’m impressed by the degree of collaboration. Administrators and faculty from many different b-schools get together at conferences such as those sponsored by the MBA Roundtable, Graduate Management Admission Council (GMAC) and AACSB, to exchange insights into curriculum, best practices and needs of employers.

GORMAN: The relationship between business and industry and colleges and universities must be two-way in order to be effective. Historically colleges and universities were the leaders in innovation, however today much as changed. The opportunity to learn from business and industry provides colleges and universities with the knowledge necessary to modify and enhance curricula, and to ensure that students have access to best practices. This partnership creates the type of workforce that will bring value to business and industry and will provide the continued innovation necessary to meet the demands of a changing marketplace. Finally, higher education can look to models in the non-profit world to teach creative solutions to business and human challenges.

* What types of partnerships should higher education, business and community be engaged in?

COURS: Business schools can’t succeed without community engagement. This means understanding the needs of employers, and preparing students appropriately. Business and not-for-profit organizations should be engaged with business schools – providing feedback, but also offering students internships and practicum opportunities. Through service learning, business students can apply their new knowledge and skills in consulting projects for local small business owners, entrepreneurs and non-profit organizations. These partnerships are win-win: students practice real world application while providing economic benefit to the community partners. Faculty research pushes the boundaries of knowledge, in the continual development and exchange of innovation. Boundary-crossing collaborations among engineering, design, science and business develop graduates who can lead and manage innovation.

CUNNINGHAM: Universities have a responsibility to not only prepare students academically, but to ensure their knowledge and skills are applicable to current business and community needs. One way to engage in these kinds of partnerships is to develop advisory boards that incorporate community members and working alumni. Another way is to develop partnerships with businesses and industry groups through collaborations that encourage career development, mentoring and capstone project experiences. One example of that here at National University is a collaboration we have with D&K Engineering through our School of Engineering and Computing. In addition, universities can develop academic partnerships with community and business groups to meet their educational needs, as National University has done with the Henry Mayo Newhall Memorial Hospital and College of the Canyons, to name a few.

GORMAN: When higher education and the business world are able to share competency data, and provide learning experiences (internships) and learning opportunities, schools, businesses and students all win. The success of new business leaders will be determined by the extent to which higher education...
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understands business needs, and businesses are prepared to take advantage of new knowledge that leaders will bring into the workplace. Industry-specific learning programs, for example that provide management and people skills training to technical managers, or gap skills training and development such as partnerships between community colleges and local businesses are examples of successful partnerships. At Phillips Graduate Institute, we partner with the County of Los Angeles Department of Mental Health to offer clinical internships and work opportunities to enhance education and skills development. We also partner with local businesses and nonprofit organizations to provide field based experiences to enhance student skills, and to serve business needs.

BURKITT: The relationship between business and community is critical. At Mount Saint Mary’s we pride ourselves on the relationship and the reputation of our educational institution, our graduates, and the excellence of education given to our students as they matriculate and enter into the community. When I say community I am referring to Los Angeles and the greater global community. This represents our presence in this partnership with business. As a faculty and administration member of Mount Saint Mary’s, I believe that the business community has high expectations of its employees and that the business and educational institutions of this community are, in part, responsible for meeting the employee educational needs of the employers. This type of partnership has been successful. We see the success in our graduates’ performance in healthcare, business, non-profit and government careers. As part of this collaborative effort, the MBA program at Mount St. Mary’s has a business application component where students work to resolve issues in an organization in the community. This way the organization gains from supervised student input and the students gain from applying skills learned. The business community as a partner has rewarded our academic institution with funding, when possible, to continue with the good work that we do so that we are able to continue to provide a quality high caliber education for our students. This is the type of collaborative partnership between the business community and higher education that is a win-win for everyone.

◆ In what ways are colleges and universities keeping pace with the significant changes brought about by advances in digital technology and social media?

COURS: Today’s students have grown up in a digital world. They expect constant access to information and to people. Social media provide new ways to reach students and provide them with information, but they aren’t a substitute for connections with real people. A group of researchers from DePaul, UT Dallas and Georgia State lead a study each year of MBA student preferences. The incoming students want to quickly access information online, but don’t want their personal space violated through too much social media. Students want to maximize the value of time in the classroom; using a “flipped classroom” allows students to watch lectures and read material online in a convenient setting, but access the expertise of professors in the classroom through engaged, experiential activities. Finally, our curricula have to keep up; business students need to have an understanding of digital advances like data analytics and supply chain innovations.

CUNNINGHAM: Most all colleges and universities are now aware of the opportunities of enhancing in-class programs with online options and have been expanding their online course offerings. At National University, we were one of the early pioneers of online education and have the organizational and technological structure to implement a best in Class online experience, whether at campus locations, online or through a hybrid combination. In addition, professors are committed to engaging students throughout the class to provide an environment conducive to dialogue between faculty and students and between students. It is through this social interaction that learning is enhanced and sustained. It’s important to keep on top of technological innovations as they occur and we are currently doing that with the launch of a Best in Class online learning management system that creates seamless educational experiences between the traditional and online classroom, and through an array of interfaces including mobile devices.

◆ There is a debate that technical skills are more important in a knowledge economy than “soft” people skills; if so, should educational institutions focus primarily on developing technical skills?

BURKITT: Technical skills vs. soft skills – and should education institutions focus on technical skills? This is an interesting question that really falls within the scope of the individual career field. Individuals that work in the technical fields are trained to work in a task-oriented environment. The focus on the technical aspect of their career is far greater than on the soft people skills needed or not needed to perform the job function. Individuals needing soft people skills in their career field deal with the human aspect daily and are evaluated on how well they do in this particular area. They may be supervisors, managers and or leadership in organizations. I believe that technical skills and soft skills are needed in an interdisciplinary focus for both career fields and areas of study. Students that would study and focus on soft skill areas or theory should also study technical theory and gain technical skills in the knowledge economy. Likewise, those areas of study that utilize technical skills should study soft skills, as they will need to manage and work with other people likely in a team based environment.

COURS: There’s a difficult tension about the role of higher education and employment. Sometimes it seems like technical skills are most directly related to getting a job. And in some fields, these highly technical skills are critical. But the US economy has been successful because of our entrepreneurship and innovation. And those aren’t technical skills but based on critical thinking, creativity, and imagination. In fact, studies of employers and executives show a greater demand for leadership skills and professional development. It’s hard to imagine a job that doesn’t require working with a team of other people. We must have global understanding and an appreciation for cultural diversity. MBA programs offer increasing curricular and co-curricular experiences to allow students to access, develop and practice their leadership, communication and negotiation skills.

GORMAN: To educate future business leaders, academic programs must go beyond teaching the technical skills. At Phillips Graduate Institute, our program is grounded in theories of human behavior that allow students to understand the intersection between employee performance and business outcomes. In order to be effective organizational leaders, individuals must possess emotional intelligence, critical thinking and problem solving skills, strategic thinking,
planning and execution and high level communication skills. Also, business leaders need a combination of technical knowledge and application in the discipline, and people management skills. Finally, ethical behavior and accountability are also critically important. With greater expectations around ethical behavior and accountability, leaders must not only understand that it is important, but be able to apply the skills personally, and to lead others to act in the same manner. Building teams, managing group process are also essential skills for business leaders to effectively lead organizations into the future.

◆ What “soft” skills are weak in recent graduates that colleges should focus on in order to better develop their students?

**OURS**: In my recent discussions with employers, the most commonly requested skill is data-driven decision making. With the abundance of data and analysis available at our fingertips, managers must be able to synthesize and think critically about these data to interpret findings and apply them strategically. While related to the technical skill of analysis, in fact, the “softer” skills of decision making and communicating findings and strategy are what employers request. In educating leaders, we must give them opportunities to practice managing large amounts of data, finding relevant answers, and developing and communicating strategy.

◆ What leadership skills are important for leading multigenerational teams?

**GORMAN**: It is not uncommon to have organizations that have employees that fall into several generational categories. Baby Boomers working alongside employees from Generation Y or Generation Z, all of whom have different worldviews, experiences and expectations. Organizational leaders are called upon to create working environments that facilitate collaboration among diverse generations with different needs. In order to effectively lead multigenerational teams, organizational leaders must first possess emotional intelligence that facilitates self-understanding and the understanding of others. An organizational leader that possesses personal skills such as self-awareness and self-management, as well as team skills such as social awareness (empathy) and relationship management is able to effectively respond to and manage the diverse needs of their teams.

◆ Other than MBA programs, what academic programs are preparing undergraduate business students to become future leaders in the greater-LA business community?

**OURS**: An applied advanced degree such as a Doctorate of Psychology in Organizational Management and Consulting offers psychological frameworks and business acumen that prepare students to understand and address the implications that change has on individuals and teams in the workforce. The program focuses on developing strategic thinking, planning and execution skills, critical thinking and problem solving skills, and emotional intelligence and high level communication skills. More importantly, students are learning psychological theories and people management skills that assist in developing relationships necessary to lead people through the turmoil of organizational change.

◆ What is the role of internships in job placement/preparation?

**OURS**: Internships give students an opportunity to practice their knowledge and skills in a real world environment, as well as an understanding of what it’s like inside an organization. They give students and firms a way to try each other out: many job offers come after an internship. I think internships often give students greater clarity about their career preferences. I’ve supervised student interns who come back realizing they don’t want to pursue a career in a certain industry or field. But this information is just as valuable as finding a match! Even for a student with more experience, internships can facilitate career switching by granting access to a new field, especially in industries like entertainment. MBA internships often involve rotations through different divisions in the firm, exposing the student to different projects and experiences.

◆ Giving back to communities by contributing to them is how many organizations do business. What types of experiences can education programs provide to students to help them embrace partnering and volunteerism as they move forward?

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CUNNINGHAM: Aligning volunteerism opportunities with education programs is something that we encourage. It fits our mission as a nonprofit university committed to the public good, and it offers our students even more opportunities to connect with the communities they serve. One great example of that is an outreach project by our School of Health and Human Services that connects our nursing students with the communities they serve during training. Led by the University’s Student Nurses Association, the “Holiday Cheer for Families in Need” is an opportunity to give back to families facing financial hardship during the holidays. The statewide event is held at our campuses in the Los Angeles area, Fresno and San Diego. Families are identified through our agency partnerships as well as through student work during practical experience at local clinics and locations. The families are treated to gift baskets and are honored as special guests at a luncheon, accompanied by our School of Health and Human Services students.

GORMAN: Education programs that emphasize skills development and hands-on experience prior to graduation provide models for partnership and volunteerism for students. For example, as part of the education program at Phillips Graduate Institute, our doctoral students in Organizational Management and Consulting are given several opportunities to provide models for partnership and volunteerism for students. For example, as part of the education program at Phillips Graduate Institute, our doctoral students in Organizational Management and Consulting are given several opportunities to provide services to local businesses and nonprofit organizations. These partnerships that are created provide students with opportunities for hand-on practical learning experiences, while bringing important and needed services to individuals and organizations. Grounded in the values of the education program is service to the community, and it is important for education institutions in every community to not just provide degrees to their students, but to serve as resources for the businesses and residents of the communities in which they exist.

How reflective of the “real world” versus just theory alone, should the graduate school experience be?
GORMAN: Today a strictly “theoretical” education is being challenged as not sufficient enough to provide practice-ready skills. With greater emphasis on gainful employment, students have to demonstrate that they are able to become employed with wages that enable them to pay back the debt incurred while receiving their education. Graduate programs must offer skills and competencies that enable students to put them to use immediately upon graduation. “Real world” education is vital to ensure that students have the practical skills to perform in a competitive work environment. Real world education requires that practicing professionals bring their experience into the classroom to demonstrate to students how theory is applied in practice.

COURS: To the degree a graduate degree is preparing a student to work in the “real world,” we should be giving students the opportunity to practice applying theory and knowledge. In a fully employed program, in particular, students naturally bring their experience to the classroom each week, and hopefully can take something back from the classroom to the workplace. We hope that a student will perceive value in the program immediately, not just upon graduation.

◆ What are some things MBA applicants should look for to be certain the program they choose provides life-long learning opportunities?

CUNNINGHAM: MBA applicants should look for a school that is constantly evaluating its curriculum to remain current and relevant to our society’s ever-changing needs. In addition, lifelong learners should seek an educational environment that allows them to immediately integrate their academic experiences into their professional lives. Our MBA program, for example, encourages students to be lifelong learners through an integrated, practical approach to learning that prepares students to adapt and lead during times of change in technology, globalization and legal changes. Many of our students are working professionals, so we offer classes in the evenings and Saturday as well as options to learn online or on campus. National University is also committed to creating ongoing learning opportunities for all of its students throughout the development of new programs and certificates so that our students can continue to be lifelong learners.

COURS: Prospective MBA applicants should understand their own goals, and find a program to match. One of the greatest assets an MBA program can provide is access to a network of professionals across industries and fields. This network will be the graduate’s connection for jobs, for filling vacancies in her own firm, and for seeking advice and guidance throughout one’s career. Programs that develop critical thinking and analytical skills will prepare the graduate for lifelong learning and continued growth. Programs can also provide alumni with access to workshops, courses and programs in current research and business developments.

◆ Looking to the future, what is the single biggest change coming to the world of higher education in the next 10 years?

CUNNINGHAM: Let’s start with considering what has not changed – the value of a bachelor’s degree, and increasingly, a master’s degree. Census Bureau data indicate a 70 percent increase in earnings per year for those who have a bachelor’s degree compared to a high school degree. On a more global level, access to a quality higher education is critical to ensuring the United States remains a highly educated society and a competitive global force. We have 4 million Californians who have some college credit, but who have not graduated with a four-year degree. So what must change is the ability to more clearly meet the needs of this population, and to provide affordable quality alternatives that decrease the debt burden on students so that cost is not a deterrent to a four-year higher education.

Increasingly, we are seeing students evaluate a university based on its ability to provide relevant, timely programs that prepare students for our fast-paced global economy; a quality experience for a reasonable price; and the opportunity to take courses through both a campus and online format, or a hybrid combination.

GORMAN: While the advances in technology appear on the surface to continue to be the single biggest change, the impact of organizational stress and pressure on individuals is not far behind. Changes in the economy, technology, competition, regulations place a significant amount of stress on organizations, and on individuals within those organizations to respond rapidly. Higher education must be prepared to teach students how to respond to these pressures, as well as educate those who will take leadership roles in organizations on how to manage these challenges. In addition, there is a greater emphasis on metrics. Colleges and universities must be prepared to document and report students learning outcomes, educational return on investment, retention, graduation and job placement rates.